



The COOL CPD Documentation

Result 3.4

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Index

1. Course Overview	3
2. Course Preparation.....	4
3. Daily Training Agenda.....	4
Day 1: Agenda and outcomes	4
Day 2: Agenda and outcomes	6
Day 3: Agenda and outcomes	7
Day 4: Agenda and outcomes	8
4. Results – Prototypes.....	9
5. Feedback.....	11
6. Validation of competences	12
7. Next Steps and perspectives.....	12
8. Certificate of participation.....	13
9. Exemplary LEVEL5 Certificate	14
10. Project Partners.....	17

1. Course Overview

The COOL project focused on empowering disadvantaged groups to become social innovators. This empowerment is achieved through the activation of individuals and the enhancement of key competences. The project is dedicated to creating open spaces for learning and development tailored to these target groups.

To achieve this, COOL has established a training programme aimed at adult education professionals. The CPD concept was developed jointly, with each partner taking on specific tasks in the development of materials and the organisation of the workshop. The goal was to qualify adult education professionals as "Learning and Development Facilitators."



The CPD was piloted from 17th to 20th of October, 2022 in Bordeaux, France. Its duration was 24 hours and it involved in total 18 participants from all six partner countries. The 4-day training event was carried out at the end of the first project year, and was followed by the pilot phase in which the participants (facilitators) transferred the COOL approach into their professional

practice. INSUP was responsible for organising and running the course and providing the infrastructure.

The training had the aim to very concretely help the partners/facilitators to plan their pilots (learning projects). It had been designed as continuous professional development for the professionals and aiming at measuring and evidencing their competence development as well. The concept and training modules reflected the various situations of the partner countries, and were designed to be easily adaptable and transferable to both other contexts and other countries.

In terms of outcomes, the course enabled the professionals to embed successfully the COOL concept in terms of establishing open learning spaces and implementing design thinking and creativity techniques in learning projects in their specific contexts. They were able to facilitate the collaborative and design-based learning and applied assessments methods to evidence the learning outcomes of their learners. They familiarized themselves with new methods and tools and they learnt about effective practices implemented throughout Europe.

2. Course Preparation

Prior to the face-to-face training course in Bordeaux, the COOL partners invited the course participants to take part in a Webinar aimed to present the course concept and contents and to prepare the learning projects that all participants were expected to carry out in the follow-up phase of the course. Moreover, the webinar was for the partners the opportunity to discuss with the participants their specific needs and make final adjustments.

The agenda of the webinar included from the following main parts:

- Introducing the participants to the project framework,
- Presenting the training concept and programme of the course,
- Providing participants with preparatory tasks

There was a specific time framework dedicated to questions and clarifications which led to significant conclusions. The feedback gathered from the Webinar was used to fine-tune the course programme.

3. Daily Training Agenda

The training course was performed by experts from the partner institutions in an interactive way by discussing with the participants relevant topics and how concepts like design thinking, competence-oriented open learning, assessment, validation and recognition of competences can be integrated in their working context. The course was delivered in face-to-face sessions during the 4-day event. Below we provide an overview of the daily training programme.

Day 1: Agenda and outcomes

14:00-15:30 Parallel workgroups	<ul style="list-style-type: none"> • Welcome and Ice-breaking • Introduction to the concept and the educational fields • Short Introduction to DBCL and open learning
15:30-17:00 Parallel workgroups	Teamwork 1 <ul style="list-style-type: none"> • Teambuilding • Describing the Challenge
<i>Outputs</i>	<ul style="list-style-type: none"> • <i>Target group descriptions</i> • <i>Challenge and open learning;</i> • <i>Sustainability, culture & digitalisation task</i>
<i>Method</i>	<ul style="list-style-type: none"> • <i>Brainstorming</i> • <i>Hybrid (digitally aided) presentation methods</i>

The event kicked off with a warm welcome, followed by an overview of the programme and a casual get-together. Participants were then introduced to the overarching concept and its application in various educational fields. A brief overview of Design-Based Collaborative Learning (DBCL) and open learning approaches, along with the associated instruments, set the stage for the collaborative journey ahead.

In the first teamwork session, emphasis was placed on team building. Teams engaged in describing the challenge at hand, detailing the characteristics of the target audience, and exploring the intersection of the challenge with open learning principles. The discussions delved into aspects of sustainability, culture, and the role of digitalization in addressing the task at hand.

A dedicated brainstorming session followed, encouraging participants to explore innovative solutions and ideas. The focus extended to hybrid (digitally aided) presentation methods, considering the evolving landscape of educational delivery. The collaborative efforts aimed to harness the collective expertise of the participants, fostering a dynamic and inclusive environment for problem-solving and creative exploration.



The learning outcomes for this first day can be summarised as follows: Participants ...

- understand and can describe the COOL project, its objectives and scope
- can define central terms related to the subject matter, ensuring a foundational comprehension of key concepts that form the basis of the learning experience
- understand the challenges of digital learning and fundamental educational concepts
- understand the intersection between technology and traditional teaching methods
- know the principles of Design Thinking, preparing them for collaborative group work
- have insights into the methodology and tools associated with Design Thinking, equipping them with the skills needed for effective teamwork and problem-solving.



Day 2: Agenda and outcomes

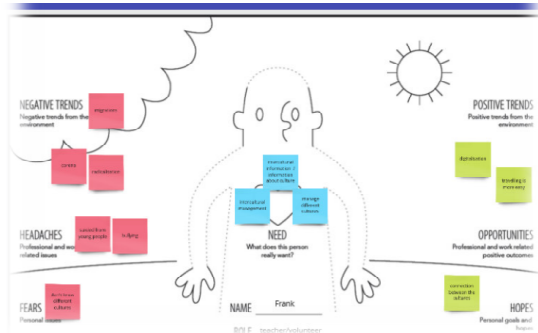
Tuesday
Design Thinking
<ul style="list-style-type: none"> • Short group presentations • Input: Planning and delivery of Open Learning
<ul style="list-style-type: none"> • Input: Design Thinking: Challenge and Client Orientation
<ul style="list-style-type: none"> • Teamwork: Personas and Client Orientation
<ul style="list-style-type: none"> • Teamwork: Idea Generation for innovative educational actions
<ul style="list-style-type: none"> • <i>Personas and market research</i> • <i>Ideas to tackle the group challenge</i>
<ul style="list-style-type: none"> • <i>Persona Canvas</i> • <i>Ideating, Brainwriting</i> • <i>Valuation matrix</i>

On Day 2, the focus revolved around the dynamic and innovative concept of Design Thinking. To kick things off, participants engaged in concise group presentations, setting the stage for collaborative exploration. The first input segment focussed on the strategic planning and effective delivery of Open Learning, emphasizing the importance of creating engaging and accessible educational experiences. The subsequent input session shifted the spotlight to Design Thinking principles with a specific focus on addressing challenges and client orientation. Participants were guided through the intricacies of applying Design Thinking methodologies to foster client-centric solutions, promoting a holistic and user-centred approach.

The teamwork aspect of the session unfolded in two distinctive phases. Firstly, teams delved into the creation of personas and client orientation, immersing themselves in understanding the diverse perspectives and needs of their target audience. This phase cultivated a deeper connection with the end-users, laying the foundation for thoughtful and tailored solutions.

Building on this understanding, the second teamwork phase centred on idea generation for innovative educational actions. Participants collaboratively brainstormed and conceptualized creative solutions, leveraging Design Thinking principles to generate novel and effective approaches to address educational challenges. This collaborative ideation process aimed to cultivate a culture of innovation and forward-thinking within the realm of education.

Step 2: The clients - Persona Canvas



The learning outcomes for this second day can be summarised as follows: Participants ...

- can define the principles of competence-oriented open learning
- have theoretical knowledge on how to plan and deliver open learning
- know different competence models and prominent taxonomies
- can apply a persona canvas to describe their target groups
- have applied principles of ideation

Day 3: Agenda and outcomes

Wednesday
Design Thinking
<ul style="list-style-type: none"> • Short group presentations • Open learning examples from the COOL exhibition
<ul style="list-style-type: none"> • Input: How to measure and validate competence developments in open learning
<ul style="list-style-type: none"> • Idea selection: Discovering and Applying suitable selection tools -> determining the ultimate idea and concept for prototyping
<ul style="list-style-type: none"> • Prototyping #1 • Building concrete models and concepts • Realising mock-ups, learning units, or similar
<ul style="list-style-type: none"> • Different prototypes for digital learning formats incl. multimedia formats
<ul style="list-style-type: none"> • Prototyping techniques • Preparing the presentation

On day 3, participants engaged in short group presentations to set the stage for collaborative exploration. The session started with a showcase of open learning examples from the COOL exhibition, providing tangible insights into successful implementations of the concept.

The subsequent input session addressed the critical aspect of measuring and validating competence development in open learning. Participants gained valuable insights into effective methods for assessing progress and validating the impact of open learning initiatives.

The idea selection phase unfolded as teams embarked on the journey of discovering and applying appropriate selection tools. This involved a meticulous process of evaluating and refining ideas, ultimately leading to the identification of the final idea and concept for prototyping.

Moving into the prototyping phase, participants actively engaged in building concrete models and concepts. This hands-on approach involved the realization of mock-ups, learning units, or similar tangible representations. The aim was to bring ideas to life and create prototypes that vividly demonstrate the envisioned concepts, fostering a practical understanding of the prototyping process.

Through this comprehensive process, participants not only gained a deeper appreciation for the principles of Design Thinking but also actively apply these concepts to develop and prototype innovative solutions in the realm of open learning.

The learning outcomes for this second day can be summarised as follows: Participants ...

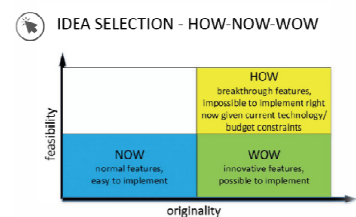
- have theoretical knowledge on effective methods for assessing progress and validating the impact of open learning initiatives,
- appreciate the principles of Design Thinking and can actively apply these concepts to develop and prototype innovative solutions in the realm of open learning,
- have improved their presentation and team competences.

Reference System

LEVEL	KNOWLEDGE	SKILLS	ATTITUDES
5	Know where else... (Transfer Knowledge, Strategic Knowledge)	Transferring/Developing/Constructing/Versatility	Incorporation (Internalising) „Unconscious“ Competence
4	Know when... (Practical (Procedural) knowledge)	Discovering/acting independently (research systems)	Commitment (Willing) self-regulation (Appreciation)
3	Know how... (Theoretical knowledge)	Deciding/ selecting (Known systems)	Appreciation motivation
2	Know why... (Distal understanding)	Applying/Imitating (Exercising)	Perspective taking (Curiosity)
1	Know-that... Basic (Perception)	Perceiving/Listening	Self-orientation Neutral



COCD Box



Day 4: Agenda and outcomes

Thursday
Presentation
<ul style="list-style-type: none"> • Short group presentations • Discussion on Prototyping and preparing presentations
Prototyping2: Developing a high-quality concept for digital (blended) learning,
<ul style="list-style-type: none"> • Finalisation of prototypes, transfer into the exhibition formats incl. multimedia material
<ul style="list-style-type: none"> • Presentation and Follow-up Presentations of products both on stage and in the exhibition • Follow-up projects will be discussed and planned
<ul style="list-style-type: none"> • <i>Prototypes</i> • <i>Presentations</i> • <i>Evaluations</i>

On day 4, participants engaged in concise and powerful short group presentations, providing a platform to share their collective insights. This set the stage for a focused discussion on prototyping, where participants delved into the intricacies of refining and preparing their presentations to ensure clarity and effectiveness.

The subsequent prototyping2 phase drove participants towards the development of high quality concepts specifically tailored for digital (blended) learning. This stage challenged them to integrate innovative ideas and technological elements to create dynamic and engaging learning experiences.

The session then moved on to the finalisation of prototypes, emphasising the seamless transfer of concepts into exhibition formats. This comprehensive process included the integration of multimedia materials to ensure that the prototypes are not only well developed, but also effectively presented to maximise their communicative impact.

The presentation and wrap-up segment marked the culmination of the participants' efforts. Prototypes were presented, giving the audience a comprehensive view of the products and services (see hereafter). This showcase was followed by a structured follow-up session where the future development of the projects were discussed and planned. During this phase, follow-up projects were explored, laying the foundations for continued collaboration and the realisation of innovative ideas beyond the immediate scope of the presentation session.

The day ended with a review of the key concepts and an evaluation of the training week using the five finger method. In addition, an online questionnaire was sent to all participants to gather more detailed feedback.

4. Results – Prototypes

In the following section we briefly present the three prototypes that were developed by the course participants.

Green & Simple – A box to foster sustainability



The group focused on sustainability and how to bring it to the people by creating an open and accessible space.

The business will offer an online platform that contains attractive guides and toolkits about a multitude of topics regarding sustainability that can be explored on your own time.

The business will also offer workshops on specific sustainability topics for individuals, as well as for neighbourhoods/communities/cities/etc.

To make money the business will offer “Sustainability Boxes” that can be ordered. These boxes are topic-specific (like cleaning, cooking, etc.) and will contain sustainable products as well as manuals/guides regarding this specific topic to make the start into sustainability.

Café du Monde – One gate – many doors – A holistic skills enhancement approach towards inclusion



Many people find themselves in a situation in life where they need help - they then do not know exactly where to turn. Often they are sent from one service to another and lose courage and motivation.

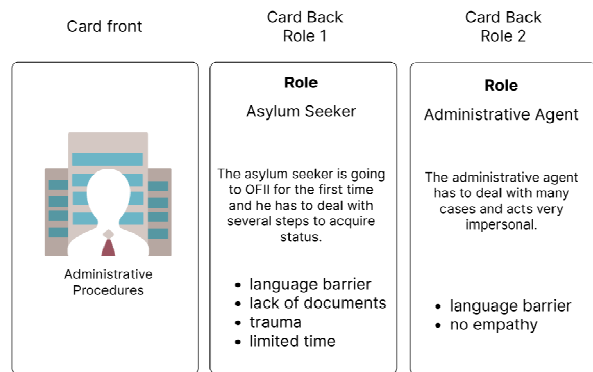
Café du Monde provides a unique space where people can access a range of human services from a single source and where their needs and background are taken seriously.

Café du Monde offers a holistic approach to supporting people in the context of their lives, building on what people bring with them in terms of experience and skills.

Café du Monde has a physical space where people can receive support but also spend their free time, and a virtual platform where all services are presented.

Flip the roles! – Changing perspectives on integration...

"Flip" represents an innovative and transformative approach to open learning spaces, uniquely combining the elements of treasure hunts and community events. In this dynamic learning environment, the conventional roles of refugees and members of the host country are deliberately flipped, offering a profound and experiential perspective that seeks to raise consciousness about the challenges and critical situations faced on a daily basis.



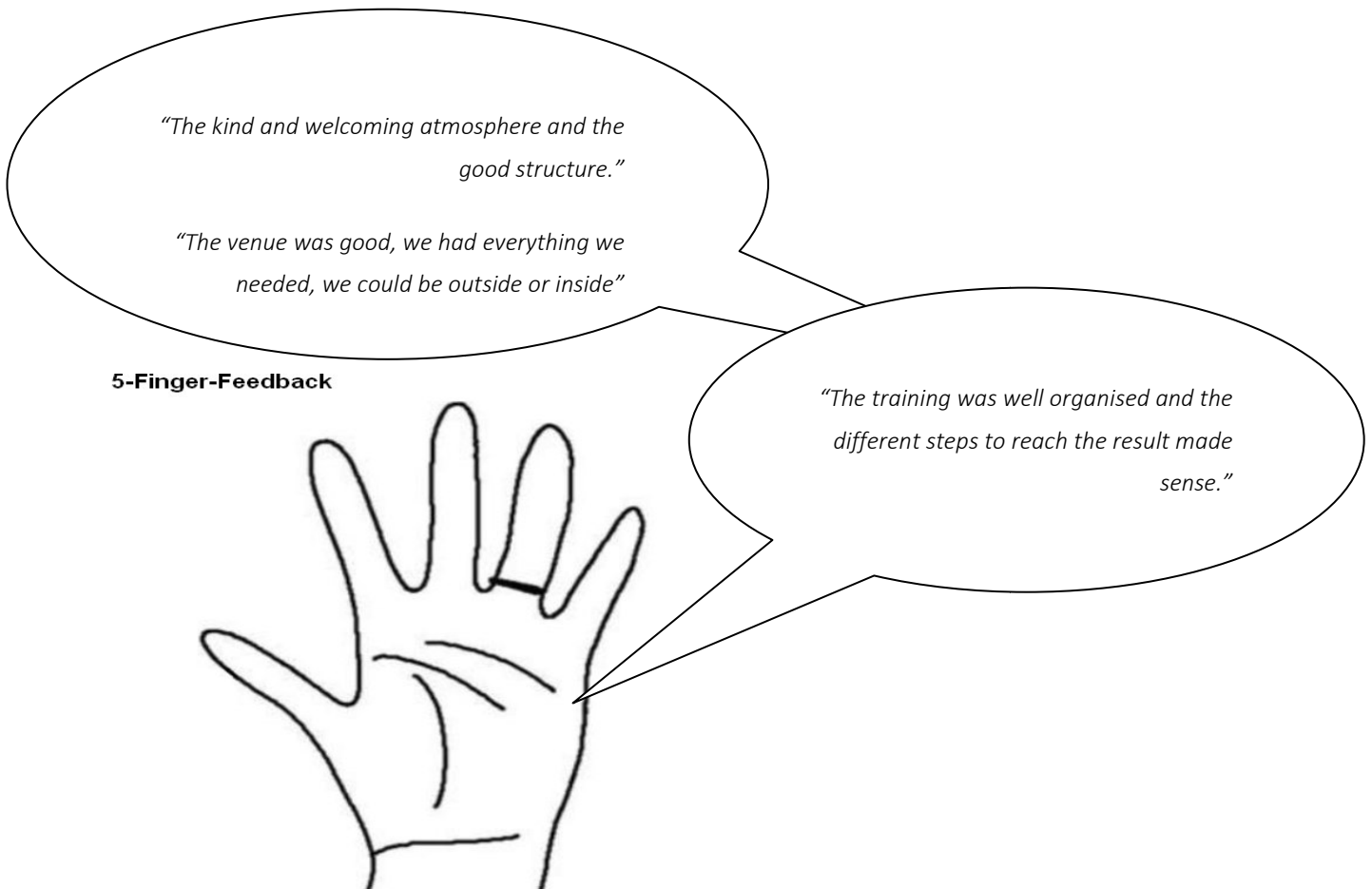
Participants are actively engaged in a treasure hunt, navigating through challenges and scenarios that simulate real-life struggles encountered by refugees. This hands-on approach fosters empathy and a deep understanding of the complex circumstances faced by displaced individuals.

Moreover, the incorporation of a community event within the "Flip" framework adds a social dimension to the learning process. Participants come together to share experiences, insights, and perspectives, creating a collaborative atmosphere that transcends cultural and societal boundaries. This communal aspect further reinforces the overarching goal of raising awareness and consciousness among participants.

5. Feedback

Each training day concluded with a short reflection session to review the day and to give an outlook on the following day. Participants were also given the opportunity to give feedback on the sessions that had taken place using an evaluation dot-board (bull's eye) and discussion as well.

The last day of the course, in a final feedback round the participants were asked to evaluate the course in terms of content, structure, relevance with their expectations, practical involvement etc. applying the five-finger method: They identified what they liked the most and what they missed out. Additionally, the participants were asked to fill out an online questionnaire at the end of the course. Some statements about the training course in general were:



5-Finger-Feedback

- Thumbs up: "That was great!"
- Index finger: "I would like to point out in particular."
- Middle finger: "I didn't like that"
- Ring finger: "That was the jewel for me that I'm taking this with me:"
- Little finger: "That's what I missed out on."

6. Validation of competences

Important themes of the course were competence-oriented learning and validation of learning outcomes. In addition to theoretical input and competence-oriented planning and delivery of the training, the participants' learning outcomes were reflected upon, assessed and documented using the LEVEL5 validation system.

In the LEVEL5 validation process of competences acquired during the COOL learning programme, participants were guided through a structured self-assessment. They were prompted to reflect on their competence levels at the programme's outset and upon completion, using a predefined word file with a reference system and descriptors. The self-assessment involves ticking boxes for knowledge, skills, and attitudes, followed by concise examples to illustrate and justify their ratings. Participants were encouraged to discuss and collaborate with team-mates, leveraging diverse perspectives. Finally, they were asked to formulate a short conclusion. The coordinators performed a consistency check before issuing LEVEL5 certificates as PDFs. This meticulous process ensures a thorough and well-documented validation of competence development within the COOL learning programme.

7. Next Steps and perspectives

Participants constantly use the Moodle platform to deepen the course content. The help desk was put in place to create a space to exchange on the practical learning projects. As a result of this learning experience, the Adult Education (AE) professionals who participated in the COOL training have made remarkable progress. Upon returning to their respective communities, they will use the insights and skills they gained to design and implement 18 open learning pilot projects.

These projects, which vary in scope and approach, will be instrumental in addressing local sustainability challenges and fostering community engagement.

First ideas on projects include:

- Kaleidoscope! - an interactive book and theatre performance about women's stories, reflections and narratives
- The JobOutOftheBox (JOB) - a learning project to address unemployment issues;
- The Gender Equality eMentor Network to address gender inequality in career progression by providing open mentoring opportunities;
- PROCCREA - L'ART D'AGIR - a training course which aims to reintegrate disadvantaged learners back into society
- The Fresh News Cafe - a virtual learning space for learning English and media literacy in an intergenerational environment.

All projects will be showcased in the COOL exhibition.

8. Certificate of participation



Certificate of Participation

Qualification for Open Learning Facilitators

This is to certify that

NAME

Participated in the European Training Course of the Erasmus+ project
COOL – Competence Oriented Open Learning

Hosted by INSUP, Bordeaux, France
From 17.-20.10.2022

Project reference number 2021-1-DE02-KA220-ADU-000026681

Bordeaux, 20.10.2022

<u>Gisèle Massol</u> , INSUP Host	<u>Tim Scholze</u> Trainer COOL
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BUPNET

9. Exemplary LEVEL5 Certificate




Learner-Certificate
The Design-Based Language Learning Initiative



Folkuniversitetet

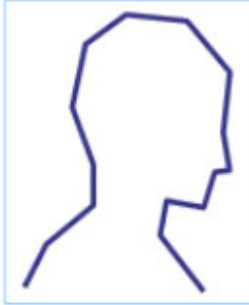
Participant

████████████████████

Informal learning project

The Design-Based Language Learning Initiative

Project start	17/10/22
Project end	30/06/23
Institution	Folkuniversitetet Uppsala
Location	Uppsala, Sweden



Learning activities

Starting with a foundational course in DBT in Bordeaux, educators and trainers were introduced to the core principles and methodologies of Design-Based Thinking. After the training, teams of educators and trainers were formed to implement DBT in their respective settings. Educators applied DBT methodologies in adult language classes, encouraging creativity and peer collaboration. Continuous feedback from learners and educators helped in refining the DBT approach throughout the pilot projects.

Evaluated competences

Facilitating Open Collaborative Learning in COOL


Assessment methods

Conducting opened discussions with participants to gain deeper insights into their experiences, challenges faced, and suggestions for improvement. : It helped to gain valuable insights and feedback and encouraged participants to reflect on their own progress and experiences.

Assessors/Evaluators

Ali Rashidi

The validation was carried out in the framework of the COOL project funded with the support of the European Commission.



The LEVEL5 validation system is courtesy of the REVEAL Network for Learning, Validation and Capacity Building



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LEVEL5 Certificate - page 1

Learning outcomes : Facilitating Open Collaborative Learning in COOL

Competence profile at the beginning	Competence profile at the end
<p>Knowledge: 1: I knew the differences between open collaborative learning and traditional teaching. Fortunately, I had some experience of working in educational sphere. But still more examples and descriptions were indeed.</p>	<p>Knowledge: 5: Expertly applies Design-Based Thinking across various contexts, seamlessly integrating innovative facilitation methods into diverse collaborative settings.</p>
<p>Skills: 1: At the beginning I was not ready to work in details with the project on all levels. As a rule, I prefer to have the specific task and definite time for it. I was not interesting in the detailed levels of the procedure.</p>	<p>Skills: 5: Skilfully orchestrates open collaborative learning, leveraging DBT to foster dynamic, effective, and adaptable learning environments.</p>
<p>Attitudes: 2: At the beginning of the training I was just curious about the methodology of open learning.</p>	<p>Attitudes: 5: Embraces and champions DBT with a visionary mind-set, inspiring transformative collaborative learning cultures.</p>

Competence development on each dimension

Knowledge	Skills	Attitudes
<p>Deepened understanding of DBT's impact on collaborative learning, enhancing strategic application in various educational contexts.</p>	<p>Advanced facilitation prowess, adeptly customizing and leading DBT processes to elevate group learning experiences.</p>	<p>Profoundly value DBT's role in learning, with renewed passion for cultivating engagement and innovation in collaborative settings.</p>

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Reference system : Knowledge

- 5 : Knowing where else
 - Learning outcome description : Knowing how to transfer open collaborative learning into new and different contexts and situations
- 4 : (strategic transfer)
 - Learning outcome description : Knowing when and how to interact in design based open collaborative process and to apply certain methods
- 3 : Knowing when
 - Learning outcome description : Knowing the essential concepts on open collaborative learning and the roles and required competences of a facilitator
- 2 : (implicit understanding)
 - Learning outcome description : Understanding why planning and delivering of open collaborative learning has its benefits for implementing COOL
- 1 : Know-what/know that
 - Learning outcome description : Knowing that open collaborative learning is different from traditional teaching

Reference system : Skills

- 5 : Developing, constructing, transferring
 - Learning outcome description : Adapting and developing open collaborative learning in new contexts
- 4 : Discovering, acting independently
 - Learning outcome description : Facilitating a open collaborative learning project in a teamwork on a given case
- 3 : Deciding/ selecting
 - Learning outcome description : Applying a set of open collaborative learning instruments in defined assignments
- 2 : Using, Imitating
 - Learning outcome description : Exercising and trying out singular open collaborative learning tools provided by others
- 1 : Perceiving
 - Learning outcome description : Recognising that the implementation of COOL requires new training / facilitation approaches

Reference system : Attitudes

- 5 : Incorporation
 - Learning outcome description : Being determined to transfer open collaborative in new spheres. Inspiring others to apply the concept

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10. Project Partners



BUPNET GmbH
Göttingen, Germany
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INSUP Formation
Bordeaux, France
<https://www.insup.org>



CESIE
Palermo, Italy
<https://cesie.org>



EINC
Kaunas, Lithuania
<http://www.einc.lt>



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